Principal and LSRT
School Budget Briefing
School Year 2010-2011

December 16, 2009

Agenda

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Part I: Where We Are Now

Budget Overview

- LSRT Engagement

  - More time than in years prior to facilitate this

- Continuation of Comprehensive Staffing Model

- Clarify and communicate Non-Personnel Spending guidelines and the petition process

- Protecting school resources

The Big Picture

- DCPS is a city agency and as such is part of the city-wide budget planning.

- All agency budgets are submitted, by the Mayor, to the City Council, in March.

- This year student enrollment projections are definitive:

  - Projections are legislatively mandated as a city-wide (charters included) number and conducted by outside groups (Urban Institute, 21st Century Schools, Brookings Institution)

  - Grade-level projections effectively build up to a DCPS-wide number

  - Your projections need to be achievable

  - The projections will not be available until early January

- What does this mean?

  - A very small window between receiving projections and completing budgets

  - Be prepared for a busy couple weeks

Expectations of Principals

- Principals are expected to:
  - Reach out to LSRT/SBC Chair
  - Spearhead an in-school process that includes consulting with and carefully considering input from LSRT or School Budget Committee
  - Inform the entire school community of the process
  - Lead the petition process
  - Make the final budget decisions
  - Present the final budget to the school community

Expectations of LSRT /SBC Chairs

- LSRT/SBC Chairs are expected to:
    - Reach out to the school principals
    - Attend or send designee to December 16th budget kick-off meeting (good job)
    - Connect with LSRT/SBC members on what they learned at this budget kick-off meeting
    - Collect and communicate all community input with the principal.
    - Attend and invite fellow members to Budget Learning Sessions
    - Communicate with members of the LSRT
    - Engage with the principal around budget creation
    - Be certain that LSRT/SBC members are aware of consultation meetings with principal and that they attend
    - After school budget proposal has been finalized, sign off in QuickBase (technology application) with your signature and the dates that budget consultations occurred.
    - Engage with the principal in the petition process

Expectations of LSRT/SBC Members

- LSRT/SBC Members are expected to:
    - Learn about budgets and the budgeting process if necessary
    - Connect with the groups they represent
    - Engage in the creation of the school budget
    - Attend scheduled consultation meetings with principal
    - Advise principal on budget priorities

Part II: Budget Process

Budget Development Timeline

December 16, 2009	Briefing for principals and LSRTs
December 29, 2009 January 7, 2010	Technical assistance sessions for principals, 10am-4pm at Central Office, 825 N. Capitol St, NE
January 7, 11 and 13, 2010	Budget information sessions for LSRTs and parent advisory groups, 6:30-8pm, Langdon (7th), Savoy (11th) and Bancroft (13th)
January 4, 2010	Enrollment projections given to principals
January 6, 2010	Enrollment projection petitions due into the GoogleForm
January 11, 2010	Enrollment petitions decisions final
January 14, 2010	All-principals meeting to share final school budget allocations, petitions and technology
January 20-26, 2010	Technical assistance sessions for principals and LSRT's
January 26, 2010	Budget petitions due (decisions by February 1, 2010)
February 3, 2010	Budget due
February 8-19, 2010	Budget roundtables
By February 25, 2010	Principal budget presentation to school community

Budget Roundtables

- Goals for 2010:
  - Quickbase technology application
  - Streamlined roundtable process will require sign-off from:
    - Local School Restructuring Team
    - Special Education
    - Bilingual Education Office
    - Human Resources
    - Instructional Superintendants
    - School Operations
    - Office of School Innovation
    - English Language Learners

FY 11 Budget Basics

- Specifics on budget for FY11
  - All numbers are based upon current projections for FY 11. Just as in FY 10, revenue projections may still go down further.
  - The DCPS budget for FY11 is $757M, down from $779M in FY10
    - Smaller city revenues
    - No ARRA stimulus funds this year
    - Since 2007, direct support to schools has increased by $39.3M, by 6.8%
  - Despite the smaller budget, schools are being protected

FY10 direct money to schools:	$614.3M	(78.8%)
FY11 direct money to schools:	**$614.3M**	**(81.2%)**
FY10 school support (textbooks, security, SPED, etc.):	$126.8M	(16.3%)
FY11 school support:	**$109.9M**	**(14.5%)**
FY10 Central Office budget:	$38.5M	(4.9%)
FY11 Central Office budget:	**$32.7M**	**(4.3%)**

FY 11 Budget Basics

- How is my budget calculated?
  1. Per pupil funding formula
  2. Special Education funding formula
  3. English Language Learners / English as a Second Language Allocation
  4. Non-formula funds
  5. Title I/II Funds
  6. Other Federal Funds
     - Head Start

FY 11 Budget Basics – Comprehensive Staffing Model

- The Comprehensive Staffing Model is designed to ensure that all schools, regardless of their size or location, offer a full complement of programming, including art, music, physical education, AND those wrap-around services to support the student's non-academic needs (social workers, psychologists).

- The Comprehensive Staffing Model consists of two parts:
  - "Core Staffing" - A "core" set of positions is required at all schools. This includes a principal, art, music and PE teachers, instructional developers, librarians and social workers or counselors.   Under the CSM, every school will have the resources we know are fundamental to academic success. Any changes to the core requires a budget petition and Chancellor approval.
  - "Flexible Funds" – The majority of a school's funds are flexible funds, based on enrollment, to staff and resource the remainder of the school program. Flexible funds allow schools to tailor the academic program to the specific needs of each school community.   Flexible funds are allocated by the school as part of the development of the school budget.

- Each school principal, LSRT/SBC and instructional superintendent is responsible for creating a school budget which best meets the school's needs and maintains the comprehensive staffing model as well as the wrap around services essential for our student's success.

Personnel Spending

- **The Comprehensive Staffing Model**
  - Schools must offer art, music and PE to children.
  - Schools must provide social worker or counselor services.
  - Schools must have at least one instructional coach (some exceptions)

- **Legal and Programmatic Obligations**
  - Dedicated aides will be allocated as IEPs direct.
  - Schools must satisfy staffing levels prescribed by the program offices of special education, English Language Learners, and Bilingual staff.
  - Relevant schools must satisfy additional, required staffing levels at Full Service Model, Catalyst, International Baccalaureate and School-wide Application Model schools.
  - Schools must staff one paraprofessional in each Pre-S, Pre-K, and K class.

- **Other considerations**
  - All schools must have a plan for timekeepers, PASS users, and office staff to greet visitors and answer phones.
  - Schools must have enough substitute funding to cover:
    - 75 days for Elementary, PreK-8 and Middle Schools
    - 150 days for High Schools

Personnel Spending

Core Staffing

Position	Guideline
Principal	
Custodian	1 FTE Custodial Foreperson required
Media Specialist/Librarian	Minimum .5 FTE (minimum requirement will show on allocation sheet)
Art, Music & PE	Program required – does not have to be FTE, can be demonstrated program (i.e., Fillmore)
Paraprofessionals	Pre-School, Kindergarten & Bilingual Education
Special Education Coordinator	Generally 1.0 FTE. (ET-10) Deviation from formula requires approval of Deputy Chancellor for Special Education
Social Worker or Counselor	Generally 1 FTE, may petition for less based on enrollment
Instructional Coach	Minimum 1 FTE
JROTC	If your school has JROTC in SY 2009-2010, you must budget for the same program for SY 2010-2011

Personnel Spending

- A note on Class Size and Multi-Age Classrooms
    - Research indicates that smaller class size is linked with increased student achievement only for early childhood. You should aim to build small class-sizes and staff para-professionals for our PS-K classes.
    - Class sizes in the mid-20s in the elementary grades are consistent with research on good practice.
    - Research on multi-age classrooms demonstrates that students in multi-age settings do as well or better than they would have in single grade classrooms. By creating multi-age classrooms, you can both effectively serve the students in the classroom and provide a breadth of services to all children.

Schools with Special Budget Considerations

- Partner Schools

- Autonomous Schools

- Collaborative Schools

- Full Service Schools
  - AP for intervention
  - Two Instructional Coaches

- Catalyst
  - Centrally funded coordinator position

- International Baccalaureate
  - Coordinator (IB and CAS)
  - Dedicated teachers

- School-wide Application Model
  - Academic Intervention Coach

- PreK-8's

Special Education Teacher Allocation

All special education teachers are paid for using local school budgets. No special education teachers are on the central office budget.

Base

- 1 teacher per 10 students with a fulltime IEP

Additional

- 1 teacher per 20 students with a part-time IEP

Special Education Instructional Paraprofessionals

All special education instructional paraprofessionals serve in one of the following roles at the discretion of the principal and the IEP team.

Description of Role	How is the position funded?
Dedicated paraprofessionals are deemed necessary through IEP meetings to meet very specific educational/medical purposes	Centrally funded for number of students with dedicated paraprofessionals who enroll prior to the first day of school.
Educational paraprofessionals support the delivery of specialized instruction	Funding included in local school budget; determined by formula driven by enrollment.

Other Special Education Considerations

Use of Special Education Funds

Special Education funds, even if the actual item funding is used for changes, must be used for special education service delivery.

NPS Set-aside for special education

Schools must plan for costs incurred to implement IDEA:

- Curricular materials (such as Wilson Read Kits)

- Related services intervention materials – therapy materials, etc.

- Other expenditures recommended by IEP teams

"Cluster Programs" will be evaluated

If there are any changes to be made to a school's cluster program, the school will be engaged in the coming weeks, well in advance of allotments being finalized.

English Language Learners

- **Elementary Schools**
    - For every 22 ELP Level I – IV students: **1 bilingual/ESL teacher**
    - For every 50 ELP Level I students: **1 translation aide**
    - For every 100 ELP Level I - IV students: **1 bilingual counselor**

- **Secondary Schools**
    - For every 15 ELP Level I students: **1 bilingual/ESL teacher**
    - For every 22 ELP Level II – IV students: **1 bilingual/ESL teacher**
    - For every 50 ELP Level I students: **1 translation aide**
    - For every 100 ELP Level I - IV students: **1 bilingual counselor**

- **Smaller populations**
    - Less than 10 students: **Itinerant services** provided by OBE
    - 11-16 students (any level): **.5 bilingual/ ESL teacher**

Personnel Spending

Title I, Title II, and Parent Partner funds

- Schools with a poverty rate of 35%-39% operate "targeted-assistance programs" specifically for lowest performing students . Schools determine eligible children through the use of Multiple Educational Related Criteria inclusive of test scores, teacher recommendations, grades, etc.

- Schools with greater than 40% poverty rate operate school-wide programs with Title I and II services across the whole school, integrated into the regular day.

Personnel Spending – Head Start

- The Office of Early Childhood is working with the Department of Health and Human Services, Office of Head Start to review the allocation of Head Start federal funds provided to DCPS. Pending the outcome of this work, there may be a budget impact to schools particularly those that offer Head Start programs.   As soon as information becomes available, the Early Childhood Office will communicate directly with impacted schools.

Petition Process

- There are two types of petitions.   Through an **enrollment petition**, a school may challenge the number of students projected at that school. Through a **budget petition**, a school may adjust required staffing allocations based upon the needs of the individual schools.

- **Enrollment petitions** must be completed by 5:00 p.m. on Wednesday, January 6, 2010. Petitions will be submitted via a GoogleForm. Principals will receive this form at the projections by January 4 via email. The petition must specify why the school believes the projection is incorrect and specify the projected enrollment by grade level. The petitioning school must specify the sources of any increase in enrollment they anticipate. The threshold for granting enrollment petition is very high. Factors that will be considered include the following: the current school year's enrollment, prior years enrollment and prior petitions that have been filed.

- **Budget petitions** must be completed by January 26, 2010.   Through a budget petition, a school may request a change to any required staffing position.   Schools cannot appeal student enrollment as part of a budget petition.

Non-Personnel Spending

1. Technology
   1. Printers
   2. LCD projectors
   3. Smart boards
   4. Telephones
   5. Computers for all teachers (new and returning)
   6. Read 180

2. Custodial Supplies
   1. Cleaning
   2. Maintenance
   3. Ice Melt

3. Travel
   1. Professional Development
   2. Field Trips

4. Office and classroom supplies
   1. Copy paper
   2. General teacher supplies
   3. Art, science and music supplies
   4. Library books
   5. Printing
   6. Furniture (desks, cafeteria tables, etc.)***

5. Support Services
   1. Medical
   2. Security
   3. Contractors and professional services

***While the warehouse continues to be a school resource, anything that is unavailable at the warehouse is the school's responsibility

Non-Personnel Spending

- Top five under-budgeted fields in FY 10:
    1. Office and educational supplies
    2. Custodial and maintenance
    3. Cleaning supplies
    4. Telephones and computers
    5. Printing and postage

- Guidance will be provided for what the average school budgets.
- This guidance will be advisory only, but being sharply below suggested amounts will have to be explained.

School Support Budget v. Local School Budget

School Support Budget

- Long-term substitutes
- All adopted new and replacement textbooks and consumables
- Testing materials and supplies for centrally mandated testing (SPED and CAS)
- Translation services
- Dedicated Aides
- Security
- Head Start Aides
- Food Service
- Read 180 Scholastic Consumables

Local School Budget

- Core Staffing
- JROTC
- Head Start teachers
- Substitute teachers
- Custodial supplies and equipment
- Office supplies
- Phones
- Printing services (handbooks)
- Computers for new teachers
- Furniture (desks, cafeteria tables, etc.)
- Technology
- Postage
- Field trips
- Non-adopted texts and materials
- SPED resource materials required by IEP's
- SEC Technology
- Read 180 technology and supplies

Part III: What Happens Next

Next Steps: Where and When

- Attend technical assistance sessions December 29, January 7
- Be ready to receive your projected enrollment on January 4 and to turn around any enrollment petitions by January 6
- LSRT/SBC members should attend Budget Information Sessions January 7, 11, and 13
- Attend the January 14 session
  - Technology
  - Final budget allocations
  - Budget petition process

Next Steps: What you need to do

- Read the 2010-2011 budget guide
    - The guide will be posted on the DCPS website, dcps.dc.gov beginning over the winter vacation.
    - The guide will provide detailed information on:
        - Program areas and requirements
        - Average costs of positions
        - Ways in which positions may be shared
        - Compliance guidelines
- Engage with your LSRT

Next Steps: What you need to do

- Prepare based on FY10
  - Use FY10 numbers to think through and anticipate needs and resources
    - What are your top five wants or needs?
    - What are your first five cuts?
  - Think through what your budget petitions might be
  - Think through contingencies if additional reductions are needed as the budget adoption process continues
- Be ready for your enrollment projections
  - You will receive your projections by January 4, 2010, by email.
  - You will need to affirm your numbers or petition for a change, through a GoogleForm, by January 6, 2010

Questions and Continuing Information

- Questions from LSRTs should be directed to:

  LSRT.Help@dc.gov

  (202) 442 - 5194

- Questions from principals should be directed to:

  Evan Smith

  evan.smith@dc.gov

  (202) 442-5438

- Additional information will be posted on the DCPS website, dcps.dc.gov , beginning over winter break.